DOCUMENT RESUME

ED 044 836 40 EC 007 000

AUTHOR Meyen, Edward L.; And Others
TITLE In-Service Training Materials for Teachers of the Educable Mentally Retarded, Session I: Functional Basic Reading Series.
INSTITUTION Iowa Univ., Iowa City. Special Education Curriculum Development Center.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
BUREAU NO BR-6-2883
PUB DATE [68]
NOTE 5p.

EDRS PRICE EDRS Price MF-$0.25 HC-$0.35
DESCRIPTORS *Basic Reading, Beginning Reading, *Educable Mentally Handicapped, *Exceptional Child Education, *Instructional Materials, *Reading Materials, Textbooks
IDENTIFIERS Functional Basic Reading Series

ABSTRACT

Designed for educable mentally handicapped students, the Functional Basic Reading Series is described in terms of a practical approach to reading. The four developmental stages of the sequential program are presented accompanied with specific titles of materials appropriate for each level. Characteristics of controlled vocabulary, social goals and objectives, and interest factors are noted. (RD)

ED044836

BR 6-2883
PA 40
BEH
EC

Special Education Curriculum Development Center —*an in-service training approach*

EC 007 000

A COOPERATIVE PROGRAM INVOLVING THE IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION
AND THE UNIVERSITY OF IOWA

IN-SERVICE TRAINING MATERIALS FOR TEACHERS

OF THE EDUCABLE MENTALLY RETARDED

Session I

Policy Statement: A review of commercially prepared material by the Special Education Curriculum Development Center does not constitute a recommendation or endorsement for purchase. The consideration of such material is intended solely as a menas of assisting teachers and administrators in the evaluation of materials.

Functional Basic Reading Series
Stanwix House, Inc.
3020 Chartiers Avenue
Pittsburgh Pennsylvania 15204

Staff: Edward L. Meyen, Acting Director
Munro Shintani, Ph.D., Coordinator

Staff Assistants:

Phyllis Carter
Pat Adams
James Stehbens

The project is supported in part by a grant from the U.S. Office of Education, awarded under PI-88-164, Co-Investigators Donald L. Carr, Ph.D., and Edward L. Meyen

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE FUNCTIONAL BASIC READING SERIES
STANWIX HOUSE, INC.

The Functional Basic Reading Series is a complete reading series specifically designed for educable mentally retarded students. It attempts to provide a special type of reading program--one that offers a functional and practical approach to reading rather than one which is strictly academic.

The teaching techniques and theories employed in the Functional Basic Reading Series do not differ markedly from those used in a regular series. However, the Functional Series differs chiefly in the rate and complexity with which the reading skills are presented. The objectives of the program are to (1.) control the rate of introduction, repetition and complexity of the vocabulary, (2.) reconcile the chronological, social and mental ages in terms of illustrations and story content, and (3.) present functional reading skills on a level and at a rate which is commensurate with the pupil's ability.

Developmental Stages of Functional Basic Reading

The Functional Basic Reading Series is organized into four developmental levels. Level I is entitled "Developing Special Abilities Needed for Beginning Reading Instruction" and is the readiness level. Level II, "Initial Stages of Reading Instruction," develops the ability for associating word and picture symbols, the ability to acquire a sight vocabulary, and the ability to read simple sentences. Level III is "Learning Word-Recognition Skills and Developing Reading Efficiency and Independence." The children working in this level learn the word-analysis skills necessary for word recognition and efficiency in independent reading. Level IV is entitled "Independent Reading for Comprehension, Information, Protection and Entertainment." The text materials at this level stress the higher thought processes by means of stories that emphasize educational and vocational content.

Although no rigid grade demarcations are placed on any of the materials, the program is sequential in development. Pupils may progress through the materials according to their own abilities.

The Functional Basic Reading Program Developmental Levels and Materials

Level I

Grade Designation - Pre-reading
Chronological Age - 6-0 to 8-0
Mental Age - 4-2 to 5-7
Materials: Exercise sheets, Steps to Reading

Exercise workbook, The Getting Ready to Read Workbook

Picture-book with accompanying workbook, Our Dog and Our Dog Workbook

Teacher's manual, Getting Ready for Functional Basic Reading

New Words - none
Cumulative Word Total - none

Level II

Grade Designation - Pre-primer and Primer
Chronological Age - 8-0 to 9-5
Mental Age - 5-7 to 6-7
Materials: Six readers with workbooks

A2 - About King

B2 - About Bill and Mary

C2 - About Friends

D2 - About Fun and Play

E2 - About Things at Home

F2 - About Going Away

Seat-work exercises
Teaching Aids: Big book
Flash Cards
Picture cards
Teacher's Manual - Initial Steps in Reading Instruction
New Words - 217
Cumulative Word Total - 217

Level III

Grade Designation	- Elementary
Chronological Age	- 9-9 to 12-3
Mental Age	- 6-10 to 8-7
Materials:	Seven readers with workbooks.
	G2 Come Along
	H Ready to Help
	I2 Making Friends
	J2 Something to Do
	K World of Wonder
	L Enjoy the Seasons
	M Things to Believe
Seat work exercises	
Teacher's Manual	- Learning to Develop Reading Efficiency
New Words	- 1009
Cumulative Word Total	- 1226

Level IV

Grade Designation	- Intermediate and Advanced
Chronological Age	- 12-11 to 17-11
Mental Age	- 9-0 to 10-6
Materials:	Six readers with workbooks
	AA3 Something New
	BB3 Among Friends
	CC3
	AAA3 Off to Work
	BBB3
	CCC3
Teacher's Manual	- Reading for Comprehension, Information, Protection and Enjoyment
New Words	- 1245
Cumulative Word Total	- 2471

The publishers point out that the program and materials outlined above are intended for the pupil whose approximate I.Q. is 70. Some of these same materials have been rewritten at a lower reading level for students in the 55 I.Q. and 63 I.Q. range. The stories have been reillustrated to depict characters and situations which will be acceptable to the social needs of these pupils.

Controlled Vocabulary

A new vocabulary list, especially intended for retarded pupils, was compiled for developing the reading text material in this functional reading series. Al Tudyman and Marvin C. Groelle, in compiling A Functional Basic Word List for Special Pupils, considered two basic criteria: (1.) those words having special significance to mentally retarded and slow learning children, and (2.) those words most frequently recurring in several of the standard word lists.

New vocabulary is introduced slowly and systematically. Each new word is repeated five to ten times before another new word is introduced. The numbers of words and the number of ideas per sentence has been controlled throughout each book in the series.

Social Goals and Objectives

The stories in the Series carry the theme of eight continuing "social life needs." These are: (1.) learning to get along with others, (2.) learning to keep healthy and to live safely, (3.) learning the wise use of leisure time, (4.) learning to travel and move about, (5.) learning to manage personal affairs, (6.) learning to earn a living, (7.) learning home making and simple money management, and (8.) learning the rights and priviledges of a citizen.

Interest Factors

The stories attempt to portray experiences with which the retarded student can relate. These are situations which are concrete, functional, and non-abstract in nature.

Illustrations are used to help focus on the central theme of the story. The story characters and their environments conform to the chronological age of the pupils who will use each particular book.

The vocabulary is basic and functional in nature, thus portraying in simple language experiences and adventures which are appealing to special class pupils.